Introduction: the School Direct Distance Secondary Course

Secondary School Direct Distance PGCE Programme Values and Beliefs

All children deserve to be able to access, participate in and engage with learning, and have the best possible experience of education. We know that good teachers are at the heart of this. With this in mind, we aim to develop critically reflective teachers - able to challenge existing assumptions (including their own) in order to adapt and develop their practice to meet the changing needs of their pupils. Our programme is designed to enable you to understand and interrogate the principles of teaching and learning which lie beneath practice, so that you can make informed choices in your own practice. We aim to develop your confidence in engaging with research by helping you to understand and interpret research findings, and also through direct experience of undertaking small-scale, applied research. Through this, we support you in developing agency: becoming adaptable, informed and passionate about pupil learning. The Primary School Direct Distance PGCE programme is designed to enable you to develop your pedagogical subject knowledge across the primary curriculum as well as developing your understanding of wider issues in education so that you are prepared to join a wide community of teachers making a positive contribution to schools and a difference to children's lives.
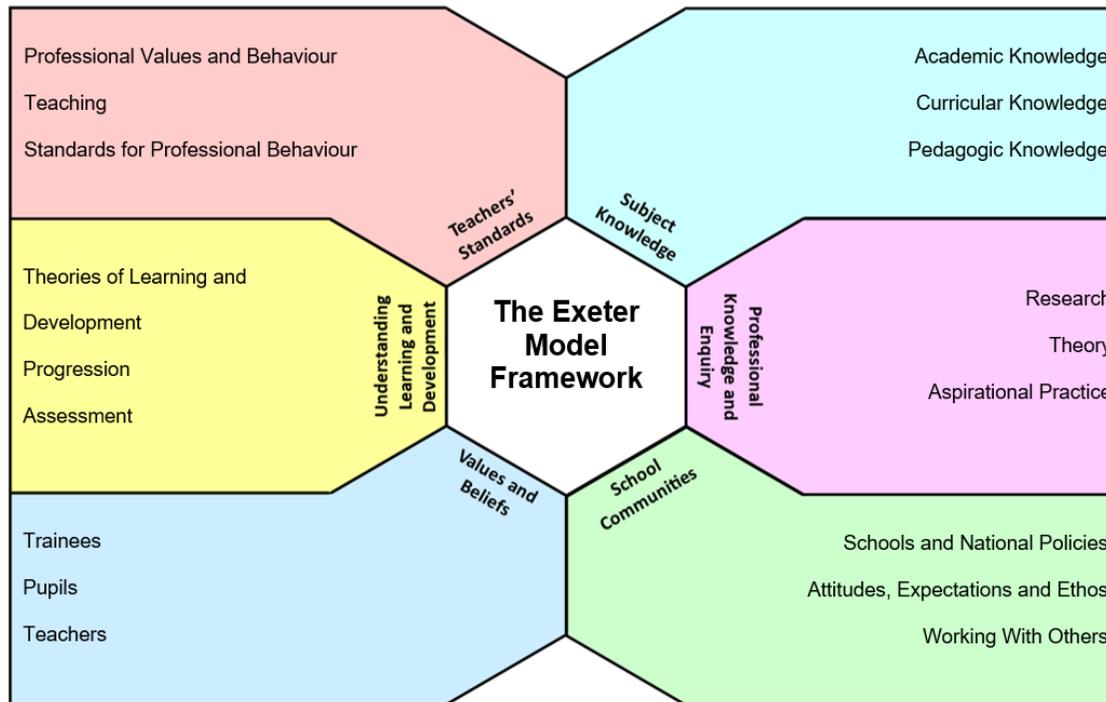
Introduction

Your training year is just the beginning of your development as a teacher, and you will *not* exit the year knowing everything there is to know about teaching and learning. Instead, we aim to support you in becoming an autonomous, independent, critically-aware and reflective practitioner - someone who is able to identify your strengths and areas for development, with a desire to keep learning, to keep growing and to keep engaging with developments in our wider understanding of teaching.

This course is founded on the concept of **principled**, **reflective practice**, the idea that we should approach teaching with an informed understanding of pedagogy, how children learn, and what values drive what we do in the classroom. Smagorinsky describes how different this is to the "silver bullet" notion of "best practice" (2009, p.15). While the idea of 'best' implies that there might be a fixed set of approaches to teaching that are always superior, the concepts of 'reflective practice' and 'principled practice' instead focus on thinking about why we teach in certain ways, and the impact this might have on our students. This focus on 'why' invites you to make links between research and practice, to reflect on your own values, to unpick the hidden assumptions that can lie beneath the surface of any teaching activity, and to consider how teaching and learning always operates in context.

Above all, we invite you to view your knowledge of how to teach as an evolving, flexible entity. You are not accumulating a fixed and static body of knowledge about practice, ready to transfer into your teaching; rather, you are learning about evidence-informed, research-inspired approaches to teaching that you can try out, reflect on and develop in your own classrooms. Just as research is always marching forward, as a teacher the way that you teach will likely evolve and change considerably over time. Our curriculum map offers one synthesis of current knowledge: but the principles that underlie your teaching will ultimately be your own.

Theoretical Framing

Our curriculum coheres around the *Exeter Model Framework* which draws together a spectrum of issues that sociocultural theories identify as important in educational decision making. This framework is used in a number of ways - not least as tool that you'll use to explore the key topics within our curriculum through *framework reflections.*

The Exeter Model Framework	
Teachers' Standards	Professional Values and Behaviour; Teaching; Standards for Professional Behaviour
Subject Knowledge	Academic Knowledge; Curricular Knowledge; Pedagogic Knowledge
Understanding Learning and Development	Theories of Learning and Development; Progression; Assessment
Professional Knowledge and Enquiry	Research; Theory; Aspirational Practice
Values and Beliefs	Trainees; Pupils; Teachers
School Communities	Schools and National Policies; Attitudes, Expectations and Ethos; Working With Others

The overall course is based on principles drawn from socio-cultural theories of learning. Learning to teach involves:

- Situated activity - learning within a school context ('Community of Practice' –Lave and Wenger 1991)
- Opportunities for dialogue with others, particularly those more experienced (Vygotsky 1978; Mercer, Wegerif & Major 2019)
- Scaffolded progress towards independent practice (see Wood, Bruner, Ross 1976)
- Tools to make sense of the knowledge, skills and social and political contexts of teaching (see Engeström, 1999)
- Deliberately reflective thinking about teaching and learning, strengthened through engagement in classroom research (Schon 1987; Beauchamp 2015)
- Understanding that contradictions (e.g. between theory and current practice or between a teachers' view and a trainees' expectations) are stimuli for exploration of why these differences occur and for new thinking and practice. They are points of creative growth for individuals and ultimately for the system.

Beauchamp, C. (2015). Reflection in teacher education: issues emerging from a review of current literature. *Reflective Practice*, *16*(1), 123-141.

Engeström, Y. (1999). Activity theory and individual and social transformation. *Perspectives on activity theory*, *19*(38), 19-30.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Mercer, N., Wegerif, R., & Major, L. (Eds.). (2019). *The Routledge international handbook of research on dialogic education*. Routledge.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. Jossey-Bass.

Smagorinsky, P. (2009). EJ Extra: Is It Time to Abandon the Idea of" Best Practices" in the Teaching of English?. *The English Journal*, *98*(6), 15-22

Vygotsky, L. S. (1978). Socio-cultural theory. *Mind in society, 6*, 52-58.

Course Overview: Core Concepts

The topics that we cover in the credit-bearing university modules introduce **core concepts**. These are sequenced by term, moving from foundation concepts towards adaptive expertise. Your understanding of how to engage critically with research and to develop your reflective practice is also sequenced through a termly progression which starts with reading and reflecting on research, then moves into developing confidence in conducting your own research.

Term 1	Term 2	Term 3
Foundation Concepts in Education • Safeguarding • Challenging the Gap • Learning - theories of learning, what neuroscience can tell us about learning • Talk for Learning and Dialogic Teaching • Scaffolding, Planning and Sequencing • Motivation and Behaviour • Assessment	*Adaptive Teaching and Individual Needs* • SEND I: Individual Needs • SEND II: Adaptive Teaching • English as an Additional Language • Interpreting Data	*Developing Sensitivity and Expertise* • Diversity, including race and education • Challenging Notions of Ability and Intelligence • Child and Adolescent Mental Health • Digital Futures in Education • Social and Educational Capital
Critical Reflective Practice • Reflection • Critical Reading and Writing	*Critical Reflective Practice* • Evidence-informed practice • Critical Reading and Writing • Critical Engagement with Research • Understanding Classroom Research	*Critical Reflective Practice* • Reflecting on your learning and development - revisiting the framework tasks
Independent development ➢ Subject and Curriculum Studies Assignment: Reflective Journal: Curriculum, Problems & Misconceptions, Scaffolding learning in lesson planning	*Independent development* ➢ EPS assignment: small scale classroom research	*Independent development* ➢ Optional topics: Leadership; Informal and out of School Learning ➢ Planning for your future professional development

Online Seminar Days

Alongside these core concepts, a series of seminar days will help you to consider how these issues manifest in your particular subject specialism. Both of these strands - the core concepts and the subject-sessions on seminar days - work alongside your **school-led training** which offers more contextual, situated sessions to help you to translate theory into practice.

Seminar Days start at **9.15** and end by **4.30**

Your Lead Mentor should join you on each seminar day (not induction day) from 3.45-4.30.

Friday 10th September	• Induction (Exeter Model, Challenging the Gap, Reflective Practice)
Seminar Day 1 Monday 11th October	• Understanding Learning • Critical Engagement with Research
Seminar Day 2 Monday 8th November	• Lesson planning - theory into practice
Seminar Day 3 Monday 6th December	• Motivation and Assessment - principles into practice
Seminar Day 4 Monday 24th January	• Classroom Research • Delving into subject pedagogy, including literacy and numeracy
Seminar Day 5 Monday 21st March	• Analysing Data • Individual Needs
Seminar Day 6 Monday 23rd May	• Social and Educational Capital

The Online Weekly Programme

The outline below indicates the topics and main outcomes for the weekly online learning. You should be able to complete most of the work required for the Masters during your designated day each week. However, there will be some activities which you will also need to do in school: for example, framework reflections often require you to talk to key members of staff, to examine school policies, and to plan, teach and evaluate particular lessons. You might like to think of your study days as the 'anchor points' in developing your knowledge of our core curriculum, but the nature of the course integrates theory and practice, so the work will span across your experience in school too.

Week beg	Autumn Term: Masters Programme	
30/08	**BEFORE THE COURSE** Trainees should have accessed and completed **initial needs analyses** and **fundamental English / Maths audits**, available here: https://www.exeter.ac.uk/teachertraining/offerholders/pre-courseinformationandtasks/schooldirectpre-coursetasks/ During this fortnight, trainees will be sent information regarding: introduction to online working including e-safety; help accessing and understanding ELE (our VLE); introduction to the Exeter Model of ITE	
06/09 **Induction 10th September** (online)		
	Topic: Challenging the Gap	
	Topic: Safeguarding 5 simple steps	
	• PREVENT Certificate	
	• Challenging the Gap framework reflection	
	• Academic Honesty and Plagiarism module	
13/09	Topic: Curriculum	*SCS Assignment: Curriculum*
20/09	*Topic*: What is learning?	*Framework reflection*: *Learning*
27/09	*Topic*: Talk for learning and dialogic teaching	*Framework reflection*: *Learning*
04/10	*Topic*: What is learning (II)?	*SCS Assignment: Problems & Misconceptions*
11/10	Seminar Day 1: Understanding Learning & Critical Engagement with Research Monday 11th October (online) PSTs should attend from 3.30-4.15	
18/10	Independent Assignment Work	
25/10	*Half Term*	
01/11	*Topic*: scaffolding, planning & sequencing	*SCS Assignment: Scaffolding in Lesson Planning*

08/11	Seminar Day 2: Lesson planning - theory into practice Monday 8th November (online) PSTs should attend from 3.30-4.15	
15/11	Independent Assignment Work	
22/11	*Topic*: Motivation and Behaviour	*Framework reflection*: *Behaviour*
29/11	*Topic*: Assessment	*Framework reflection*: *Assessment*
6/12	Seminar Day 3: Motivation and Assessment - principles and practice Monday 6th December (online) PSTs should attend from 3.30-4.15	
13/12	Independent Assignment Work	
Week beg	**Spring Term:** Masters Programme	
10/01	*Topic*: Evidence-informed practice	*Framework reflection*: *Interpreting Data*
17/01	*Topic*: Critical reading	*Formative EPS Assignment*
24/01	Seminar Day 4: Classroom Research; delving into subject pedagogy, including literacy and numeracy across the curriculum Monday 24th January (online) PSTs should attend from 3.30-4.15	
31/01	*Topic*: Classroom research	*Formative EPS Assignment*
07/02	*Topic*: SEND I: policy and understanding individual needs	*Framework reflection*: *SEND*
14/02	Independent assignment work	
21/02	*Half Term*	
28/02	*Topic*: EAL	*Framework reflection:* EAL
07/03	Independent assignment work	
14/03	*Topic:* Summative Assessment and Use of Data	*Framework reflection*: Interpreting Data

21/03	Seminar Day 5: Data and Individual Needs Monday 21st March (online) PSTs should attend from 3.30-4.15	
28/03	*Topic:* SEND II: Adaptive Teaching	*Revisit SEND framework reflection*
4/04	Independent assignment work	
Week beg	**Summer Term:** Masters Programme	
25/04	*Topic*: Diversity I	*Framework Reflection*: Race & Education
02/05	*Topic*: Diversity II	*Framework Reflection*: Race & Education
09/05	*Topic*: Challenging notions of ability and intelligence	
16/05	*Topic*: Challenging the Gap revisited	
23/05	Seminar Day 6: Social and Educational Capital Monday 23rd May (online) PSTs should attend from 3.30-4.15	
30/5	*Half Term*	
06/06	*Topic*: Child and Adolescent Mental Health	
13/06	*Topic*: Digital Futures	
20/06	*Topic:* Your professional development	*Career Entry Development Profile* (CEDP)
27/06	*Topic*: Developing subject expertise *Optional Leadership topic*	

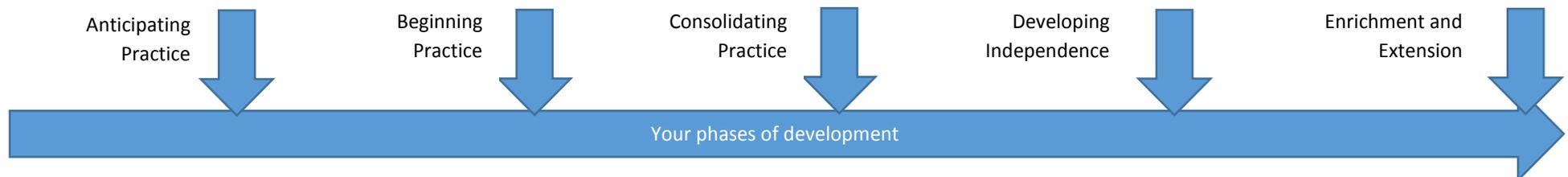## The Teachers' Standards for QTS and Core Content for Initial Teacher Training

Our curriculum does not separate out the Teachers' Standards and address them one by one. This is because we recognise how interrelated many of the standards are, and that you will be constantly developing your understanding and skills across all of the standards.

However, the Department for Education has published recommended 'Core Content' for Initial Teacher Training which offers a framework which should be considered a "minimum entitlement" for all trainees, and this presents the content atomistically against each standard: https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework. In an appendix to this study guide, you will find a table which presents the DfE core content, and shows the key areas where we integrate this information into our course - through topics, tasks, assignments and seminars. The table also indicates some of the ways in which our course goes beyond this minimum entitlement, outlining some additional ideas that you will explore.

Each year there are also additional optional enrichment opportunities, including the Graduate School of Education Research Lecture series in which leading experts present on a range of important educational topics each year.

Alongside the academic content, we support your progress towards the standards through our **phases**. There are different expectations within each phase - for example, of how much classroom contact time you have, or which training tools you use to evaluate and reflect. This *scaffolds* your progress in a gradual sequence which moves towards independent practice.

The 'profile descriptor' of each phase describes the knowledge, understanding and skills that we expect you to be able to demonstrate at the end of it. The movement through the phases is **flexible**, depending on your needs. Meeting the 'Developing Independence' phase indicates that you have met the standards required for the award of QTS.

Anticipating Practice	Beginning Practice	Consolidating Practice	Developing Independence	Enrichment and Extension

Your phases of development

Appendix: Core Content Framework for ITT

This appendix contains the 'Core Content Framework for ITT' mandated by the DfE and indicates where our provision covers the content, and some of the ways in which it goes significantly beyond that content.

The Core Content does not address the Preamble or Part II of the Teachers' Standards, so our programme also goes beyond the 'CCF' in developing your understanding of teacher's professional duties, particularly in relation to safeguarding, e-safety and digital literacy.

High Expectations (Standard 1 – 'Set high expectations')

Learn that…	Learn how to…	You will find these ideas in….
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective	**Communicate a belief in the academic potential of all pupils,by:** • *Receiving clear, consistent and effective mentoring in how toset tasks that stretch pupils, but which are achievable, within a challenging curriculum.* **And - following expert input - by taking opportunities topractise, receive feedback and improve at:** • *Using intentional and consistent language that promoteschallenge and aspiration.* • *Creating a positive environment where making mistakes andlearning from them and the need for effort and perseveranceare part of the daily routine.* • *Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on theage and development stage of the pupil.* **Demonstrate consistently high behavioural expectations, by:** • *Receiving clear, consistent and effective mentoring in how tocreate a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types ofcourteous behaviour expected of pupils).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Teaching and rigorously maintaining clear behavioural expectations (e.g. for*	➢ **Topics**: Motivation and Behaviour, Challenging the Gap, Diversity ➢ **Framework reflections**: Behaviour, Challenging the Gap, Race and Education **In addition, you will learn about….** • Theories of motivation, how these relate to behaviour, teacher attitudes and expectations, and students' learning • The relationship between socio-economic factors and student self-efficacy and attainment - the importance of children feelings that they can be successful, and that they 'belong' in school • Bias and unconscious bias (particularly in relation to race and ethnicity) and how this can affect pupil outcomes

relationships.	*contributions, volume level and concentration).*	
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	• *Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.* • *Acknowledging and praising pupil effort and emphasising progress being made.*	

How Pupils Learn (Standard 2 – 'Promote good progress')

Learn that…	Learn how to…	You will find these ideas in…
1. Learning involves a lasting change in pupils' capabilities or understanding. 2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 5. Long-term memory can be considered as a store of	**Avoid overloading working memory, by:** • *Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.* • *Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).* **Build on pupils' prior knowledge, by:** • *Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.* • *Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.* • *Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).*	➤ **Topics**: What is learning? Talk for learning and dialogic teaching; Scaffolding, planning and sequencing. ➤ **Framework reflections**: Learning ➤ **SCS Assignment**: Curriculum, Tackling Misconceptions, Planning for Learning. ➤ **Seminar Days:** Subject sessions **In addition, you will learn about….** • Different ways of conceptualising learning, including those which focus on individual cognition and those which position learning as a social process • The essential role that 'talk' plays in learning, the concept of 'dialogic learning' and how teachers can orchestrate talk effectively by using talk types • The fundamental concept of scaffolding, its provenance, principles, practical implementation and pitfalls

knowledge that changes as pupils learn by integrating new ideas with existing knowledge.

6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.

7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.

8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.

9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

Increase likelihood of material being retained, by:

- *Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned useof structured talk activities) and deconstructing this approach.*

- *Discussing and analysing with expert colleagues how to designpractice, generation and retrieval tasks that provide just enoughsupport so that pupils experience a high success rate when attempting challenging work.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.*

- *Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).*

- The relationship between learning and motivation
- The importance of engaging critically with research and being able to identify what is a 'neuromyth'
- How the generic ideas in the Core Content are shaped differently in specific curriculum areas

Subject and Curriculum (Standard 3 – 'Demonstrate good subject and 'curriculum knowledge')

Learn that…	Learn how to…	You will find these ideas in….
1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.	**Deliver a carefully sequenced and coherent curriculum, by:** • *Receiving clear, consistent and effective mentoring in how to identifyessential concepts, knowledge, skills and principles of the subject.* • *Observing how expert colleagues ensure pupils' thinking is focused onkey ideas within the subject and deconstructing this approach.* • *Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.* **And - following expert input - by taking opportunities to practise, receivefeedback and improve at:** • *Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.* • *Working with expert colleagues to accumulate and refine a collection ofpowerful analogies, illustrations, examples, explanations and demonstrations.* • *Using resources and materials aligned with the school curriculum (e.g.textbooks or shared resources designed by expert colleagues that carefully sequence content).* • *Being aware of common misconceptions and discussing with expertcolleagues how to help pupils master important concepts.* **Support pupils to build increasingly complex mental models, by:**	➢ **Topics**: Curriculum; What is learning?; Scaffolding, planning and sequencing ➢ **Framework reflections**: Learning ➢ **SCS Assignment**: Curriculum, Misconceptions, Planning for Learning. ➢ **Seminar days**: Subject sessions, Planning session **In addition, you will learn about….** • The different meanings that can be attached to the term 'curriculum,' how all curricula are underpinned by ideology and assumptions about what should be learned • How to engage critically with research into subject-specific pedagogy in order to develop informed teaching approaches • How to develop creativity • How the generic ideas in the Core Content

5. Explicitly teaching pupils the knowledge andskills they need to succeed within particular subject areas is beneficial.

6. In order for pupils to think critically, they musthave a secure understanding of knowledge within the subject area they are being asked to think critically about.

7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.

8. Pupils are likely to struggle to transfer what hasbeen learnt in one discipline to a new or unfamiliar context.

9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and

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- *Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a rangeof examples.*

- *Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.*

And - following expert input - by taking opportunities to practise, receivefeedback and improve at:

- *Drawing explicit links between new content and the core concepts and principles in the subject.*

Develop fluency, by:
- *Observing how expert colleagues use retrieval and spaced practice tobuild automatic recall of key knowledge and deconstructing this approach.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).*

Help pupils apply knowledge and skills to other contexts, by:
- *Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:
Ensuring pupils have relevant domain-specific knowledge, especiallywhen being asked to think critically within a subject.

Develop pupils' literacy, by:
- *Observing how expert colleagues demonstrate a clear understandingof systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.*

language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. 10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	• *Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly.* • *Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, andsummarising when reading.* • *Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).* • *Discussing and analysing with expert colleagues how to teach differentforms of writing by modelling planning, drafting and editing.* **And - following expert input - by taking opportunities to practise, receivefeedback and improve at:** • *Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.* • *Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, makinguse of relevant technical vocabulary).*	

Classroom Practice (Standard 4 – 'Plan and teach well-structured lessons')

Learn that…	Learn how to…	You will find these ideas in…
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 6. Questioning is an essential tool for	**Plan effective lessons, by:** • *Observing how expert colleagues break tasks down into constituentcomponents when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.* **And - following expert input - by taking opportunities to practise,receive feedback and improve at:** • *Using modelling, explanations and scaffolds, acknowledging thatnovices need more structure early in a domain.* • *Enabling critical thinking and problem solving by first teaching thenecessary foundational content knowledge.* • *Removing scaffolding only when pupils are achieving a high degree ofsuccess in applying previously taught material.* • *Providing sufficient opportunity for pupils to consolidate and practiseapplying new knowledge and skills.* **Make good use of expositions, by:** • *Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).* **And - following expert input - by taking opportunities to practise,receive feedback and improve at:** • *Starting expositions at the point of current pupil understanding.* • *Combining a verbal explanation with a relevant graphical representation of the*	➢ **Topics**: What is learning?; Scaffolding, planning and sequencing; Talk for learning and dialogic teaching. ➢ **Framework reflections**: Challenging the Gap, Learning ➢ **SCS Assignment**: Planning for Learning. ➢ **Seminar days**: Subject sessions, Planning session. **In addition, you will learn about….** • The relationship between planning, engagement, pupil behaviour and classroom management • The importance of scaffolds not becoming straitjackets • How the practicalities of planning change over time, with the confidence and competence of the teacher, and how to manage the

teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.

7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.

8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.

9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.

10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.

11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

same concept or process, where appropriate.

Model effectively, by:
- *Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorablestories).*

And - following expert input - by taking opportunities to practise,receive feedback and improve at:
- *Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links withprior knowledge).*

- *Exposing potential pitfalls and explaining how to avoid them.*

Stimulate pupil thinking and check for understanding, by:
- *Discussing and analysing with expert colleagues how to consider thefactors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).*

- *Receiving clear, consistent and effective mentoring in how to providescaffolds for pupil talk to increase the focus and rigour of dialogue.*

And - following expert input - by taking opportunities to practise,receive feedback and improve at:
- *Planning activities around what you want pupils to think hard about.*

- *Including a range of types of questions in class discussions to extendand challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).*

- *Providing appropriate wait time between question and response where more developed responses are required.*

workload associated with planning
- Approaches to digital and online education, and how these tools might be integrated into schools
- How the generic ideas in the Core Content are shaped differently in specific curriculum areas

Adaptive Teaching (Standard 5 – 'Adapt teaching')

Learn that…	Learn how to…	You will find these ideas in…
1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. 5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and	**Develop an understanding of different pupil needs, by:** • *Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Identifying pupils who need new content further broken down.* • *Making use of formative assessment.* • *Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.* **Provide opportunity for all pupils to experience success, by:** • *Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.* • *Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.*	➢ **Topics**: SEND I and II (Individual Needs; Adaptive teaching); Diversity; Challenging Notions of Ability and Intelligence; Assessment for Learning ➢ **Framework reflections**: Challenging the Gap, SEND, Assessment, EAL, Race & Education, Interpreting Data ➢ **SCS Assignment**: Planning for Learning. ➢ **EPS Assignment:** Focus on an issue in your classroom ➢ **Seminar days**: Subject sessions, EAL session **In addition, you will learn about….** • How to support students with English as an Additional Language • The value of data for identifying student needs and developing progress, and what the data typically can / can't tell you • How to engage critically with research

motivation, particularly for low attaining pupils.

6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.

7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

Meet individual needs without creating unnecessary workload, by:

- *Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Making use of well-designed resources (e.g. textbooks).*

- *Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge*

- *Building in additional practice or removing unnecessary expositions.*

- *Reframing questions to provide greater scaffolding or greater stretch.*

Group pupils effectively, by:

- *Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.*

- *Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.*

in order to develop informed, personal approaches to supporting diverse needs

- How race intersects with education, the local and national context around race and education, your professional obligations with regards to equalities, key concepts including white privilege and microaggressions

- The idea that how we conceptualise 'ability' is value-laden

- How the generic ideas in the Core Content are shaped differently in specific curriculum areas.

Assessment (Standard 6 – 'Make accurate and productive use of assessment')

Learn that…	Learn how to…	You will find these ideas in…
1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.	**Avoid common assessment pitfalls, by:** • *Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).* • *Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).* **Check prior knowledge and understanding during lessons, by:** • *Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Using assessments to check for prior knowledge and pre-existing misconceptions.* • *Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.* • *Monitoring pupil work during lessons, including checking for misconceptions.* **Provide high-quality feedback, by:** • *Discussing and analysing with expert colleagues how pupils' responses to feedback can*	➢ **Topics**: Assessment ➢ **Framework reflections**: Challenging the Gap, Assessment, Interpreting Data ➢ **Seminar days**: Subject sessions **In addition, you will learn about….** • The value of data for identifying student needs and developing progress, and what the data typically can / can't tell you • The relationship between assessment, feedback and motivation • The difference between formative assessment and monitoring, and some of the problems with how assessment has been implemented in schools • The challenges of self and peer assessment, and how to scaffold / use these so that they go beyond surface features

5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. 6. Over time, feedback should support pupils to monitor and regulate their own learning. 7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	*vary depending on a range of social factors (e.g. the message the feedback contains or the age of thechild).* • *Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.* • *Discussing and analysing with expert colleagues how to ensurefeedback is specific and helpful when using peer- or self- assessment.* **And - following expert input - by taking opportunities to practise,receive feedback and improve at:** • *Focusing on specific actions for pupils and providing time for pupilsto respond to feedback.* **Make marking manageable and effective, by:** • *Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.* • *Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback.* • *Discussing and analysing with expert colleagues how to identifyefficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.* **And - following expert input - by taking opportunities to practise,receive feedback and improve at:** • *Using verbal feedback during lessons in place of written feedback after lessons where possible.* • *Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).* • *Prioritising the highlighting of errors related to misunderstandings,rather than careless mistakes when marking.*	

Managing Behaviour (Standard 7 – 'Manage behaviour effectively')

Learn that…	Learn how to…	You will find these ideas in…
1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. 4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 6. Pupils are motivated by intrinsic factors	**Develop a positive, predictable and safe environment for pupils, by:** • *Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.* • *Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).* • *Giving manageable, specific and sequential instructions.* • *Checking pupils' understanding of instructions before a task begins.* • *Using consistent language and non-verbal signals for common classroom directions.* • *Using early and least-intrusive interventions as an initial response to low level disruption.* **Establish effective routines and expectations, by:** • *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.* **And - following expert input - by taking opportunities to practise, receive**	➢ **Topics**: Motivation and Behaviour, Challenging the Gap, SEND I & II, Child and Adolescent Mental Health ➢ **Framework reflections**: Behaviour, Challenging the Gap **In addition, you will learn about….** • Theories of behaviour and motivation, and how different approaches to behaviour management align with different assumptions and values • How behaviour can intersect with Mental Health, SEND, and Socioeconomic factors

| (relatedto their identity and values) and extrinsic factors(related to reward).

7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. | **feedback and improve at:**

- *Creating and explicitly teaching routines in line with the school ethosthat maximise time for learning (e.g. setting and reinforcing expectations about key transition points).*
- *Reinforcing established school and classroom routines*

 Build trusting relationships, by:

- *Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.*

And - following expert input - by taking opportunities to practise,receive feedback and improve at:

- *Responding consistently to pupil behaviour.*

- *Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both informal and informal settings.*

Motivate pupils, by:

- *Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.*

- *Discussing and analysing with expert colleagues how experiencedcolleagues provide opportunities for pupils to articulate their long- term goals and helping them to see how these are related to their success in school.*

- *Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.* | |

Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities')

Learn that…	Learn how to…	You will find these ideas in…
1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.	**Develop as a professional, by:** • *Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.* • *Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Strengthening pedagogical and subject knowledge by participating in wider networks.* • *Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.* • *Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.* • *Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.* • *Engaging critically with research and using evidence to critique practice.* **Build effective working relationships, by:** • *Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.* • *Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.* • *Receiving clear, consistent and effective mentoring in how to work closely with the*	➢ All of your professional engagement with the Exeter model training tools and reflective activities. ➢ **Topics**: SEND I&II ➢ **SCS Assignment** ➢ **EPS Assignment** ➢ **Seminar days**: Subject sessions, Critical Reading/Writing, Critical Engagement with Research **In addition you will learn about:** • How different types of research can provide valuable insights into teaching, including everything from large-scale RCTs and meta-analyses to small-scale case studies, and the fact that all of these have limitations. • How teachers can draw on research to support their practice, while recognising that all research is

5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplementrather than replace support from teachers. 6. SENCOs, pastoral leaders, careers advisorsand other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. 7. Engaging in high-quality professional development can help teachers improve.	*SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.* ● *Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.* ● *Receiving clear, consistent and effective mentoring in how to ensurethat support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.* **And - following expert input - by taking opportunities to practise,receive feedback and improve at:** ● *Contributing positively to the wider school culture and developing afeeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).* ● *Knowing who to contact with any safeguarding concerns and havinga clear understanding of what sorts of behaviour, disclosures and incidents to report.* ● *Preparing teaching assistants for lessons under supervision of expertcolleagues.* **Manage workload and wellbeing, by:** ● *Observing how expert colleagues use and personalise systems androutines to support efficient time and task management and deconstructing this approach.* ● *Discussing and analysing with expert colleagues the importance ofthe right to support (e.g. to deal with misbehaviour).* ● *Protecting time for rest and recovery and being aware of the sourcesof support available to support good mental wellbeing.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** ● *Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).*	contextual, and that findings should be used to inform practice but not as a fixed 'formula' ● How to pursue your own small-scale research project, in order to investigate an issue in your teaching in a systematic, informed way which yields implications for your teaching practice and develops your professional confidence